



Overview

Chancellor for Education and Professional Development

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Briefing For

**Army Manpower & Force
Management Planning Board**

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Purpose

**Provide Information about
Chancellor's Office...**

- **Mission**
- **Metrics of Excellence**
- **DoD Conference on
Civilian**

Education and

Professional

Development

The Need

DOD has many educational programs and institutions, but their quality is mixed. Only one-fifth of OSD sponsored educational institutions are accredited by a recognized academic accreditation association, and only five of 37 educational and professional development programs have at least some courses certified for college credit by the American Council on Education. Faculties are often not challenged, and students are not

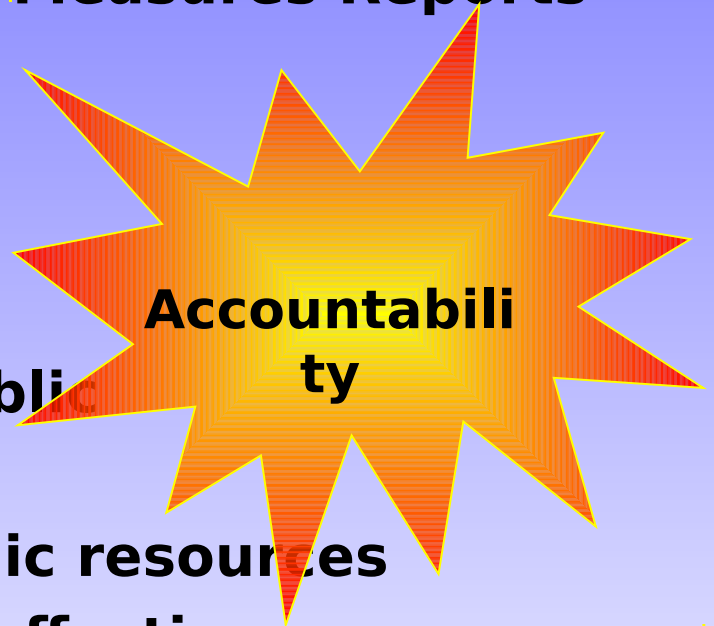
The Environment: Growing Trends for Public Accountability

Annual Institution & Statewide Measures Reports

- **Student Outcomes**
- **Curricular Outcomes**
- **Faculty Outcomes**

Purpose

- **Raise academic quality of public colleges/universities**
- **Ensure accountability of public resources**
- **Keep college education cost effective**



Chancellor shall . . .

7.1.3 Develop and recommend to the USD (P&R) and the Secretary of Defense the establishment of DoD standards of academic quality and cost-effectiveness of DoD civilian education and professional development activities...

7.1.4 Manage working groups of representatives from DoD institutions and programs and other DoD Component representatives to develop the standards...

**DoDD
September 27,
1999**

Chancellor's Mission

... serve[s] as the principal advocate for the academic quality and cost effectiveness of all DoD civilian education and professional development activities.

DOD Directive 5124.7

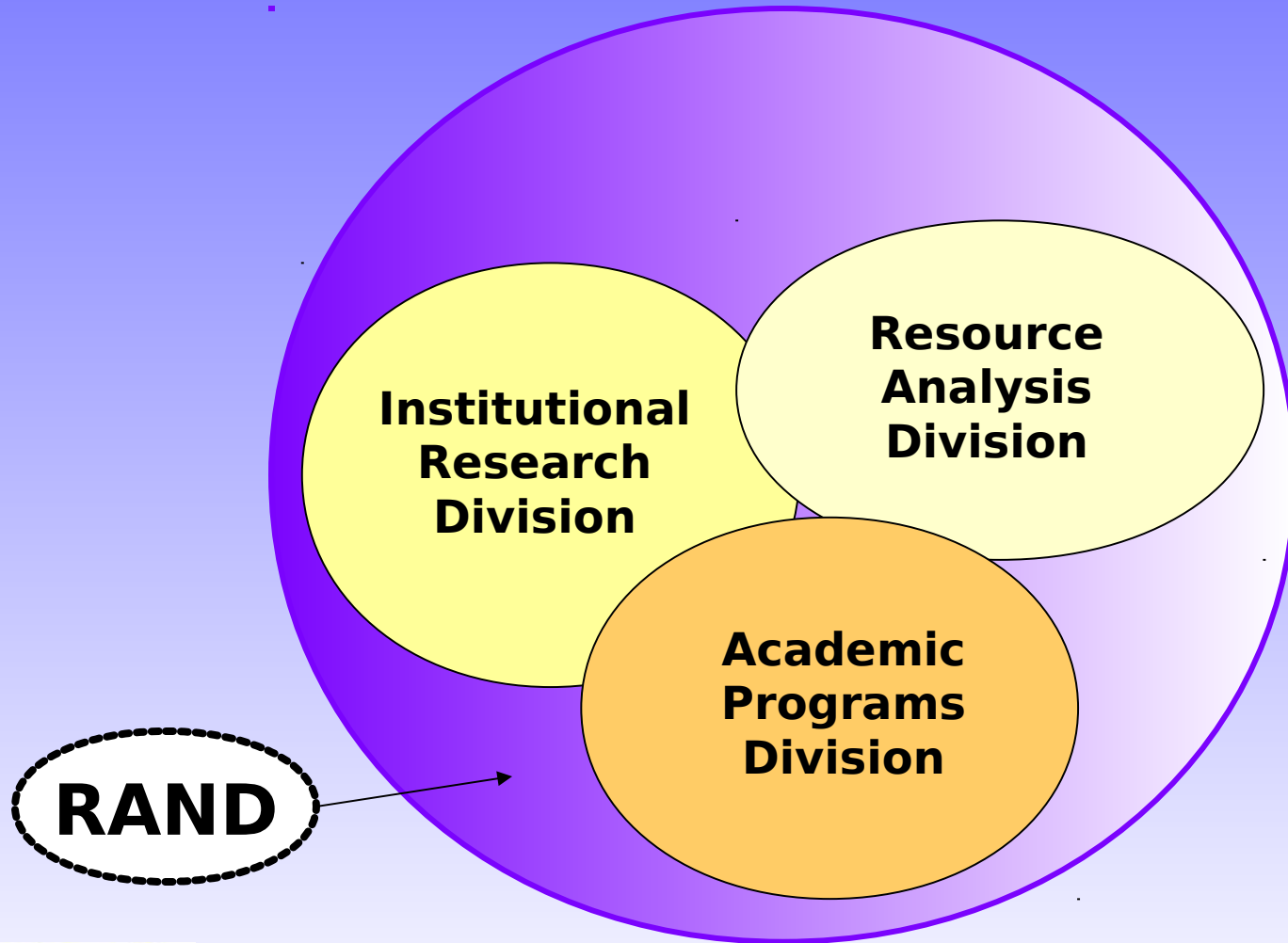
Strategic Goals

- 1. Establish “presence” of the Office of Chancellor for Education and Professional Development, both internal and external to the Department of Defense.**
- 2. Build a DoD civilian education and professional development community committed to quality and cost-effectiveness.**
- 3. Develop quality standards for academic programs and faculty.**

Strategic Goals (Contd.)

- 4. Develop quality standards for academic resource management reporting system.**
- 5. Develop a comprehensive DoD-wide institutional research program.**
- 6. Encourage and support the participation of all DoD civilian education and professional development activities in the voluntary accreditation and certification processes.**
- 7. Determine future roles for the Office of Chancellor for Education and Professional Development.**

Office Divisions



Accreditation Status

Since establishment of the Chancellor's Office, ten additional schools are seeking accreditation.

Focus: Peer Groups

PEER GROUP

INSTITUTION

(C) Career Development - 9
College

Army Management Staff

Defense Acquisition University
Defense Contract Audit Institute

Defense Resource Management

Defense Security Service Academy

Interagency Training Center
Joint Military Intelligence Training
Air Force Institute of

National Cryptologic School
Defense Language Institute FLC
National Language and Mapping C
Joint Military Intelligence College

National Defense University
Naval Postgraduate School
Uniformed Services University of Health

Asia-Pacific Center for

Center for Civil-Military Relations
Center for Hemispheric Defense

Defense Institute of
Defense Equal Opportunity Marshall

Defense Information School
Near East South Asia Ctr for
Defense Institute of Security Assistance
Defense Polygraph Institute

(D) Grant Degree - 6
Center
Technology
College

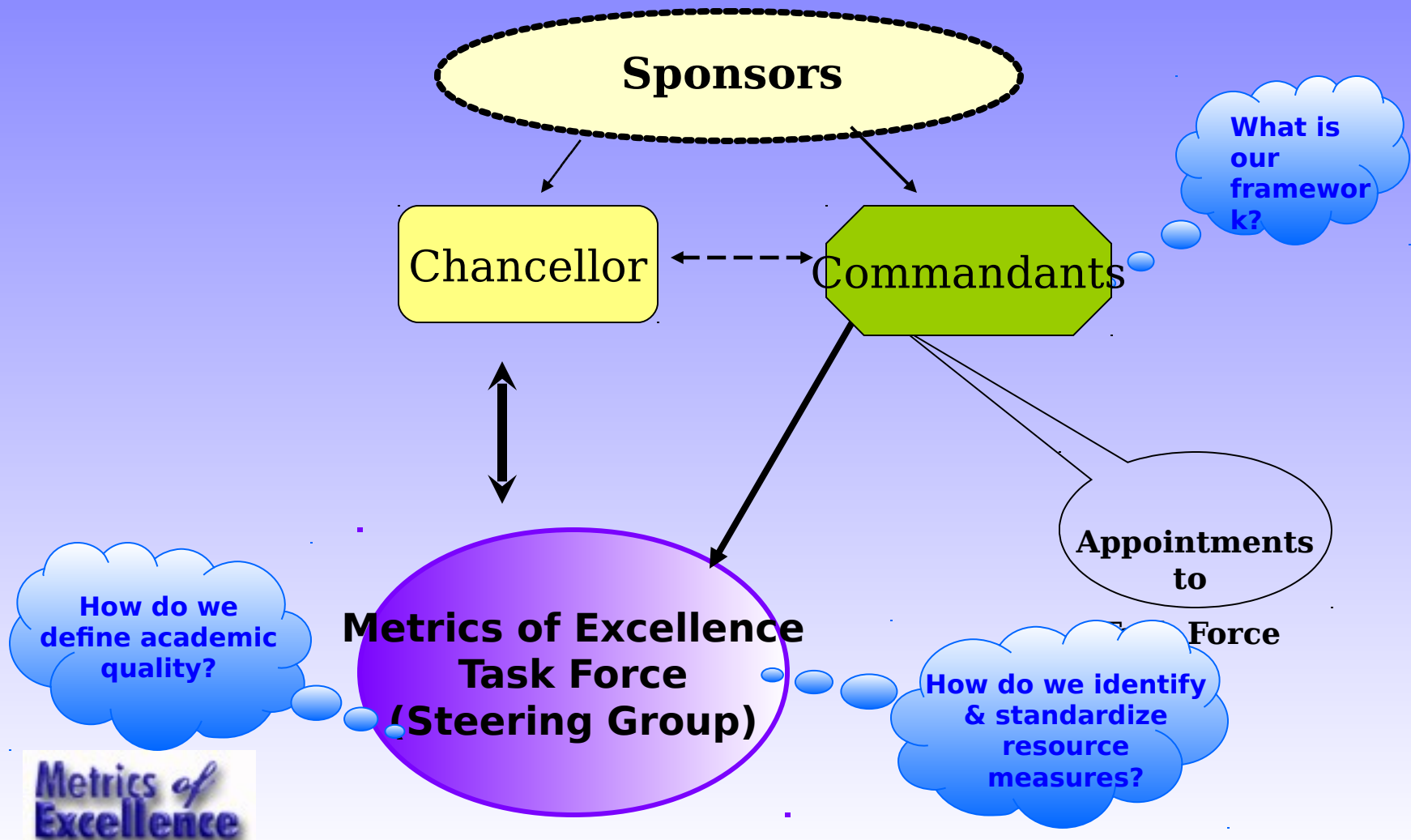
(I) International Students - 7
Security Studies

Security Studies

Studies

(I) Job/Position Specific - 4
International Legal Studies
Management Institute
European Center for Security Studies
Metrics of
Security Studies
Management

Architecture for Community Development



Steering Group

Who:

- Institution heads or representatives
- Functional sponsors or representatives

Role:

- Provide guidance
- Foster community development through periodic meetings with the Chancellor
- Appoint members to Metrics of Excellence Task Force

Academic Quality Working Group

Who: Academic Officers

Why: Improve DoD civilian education

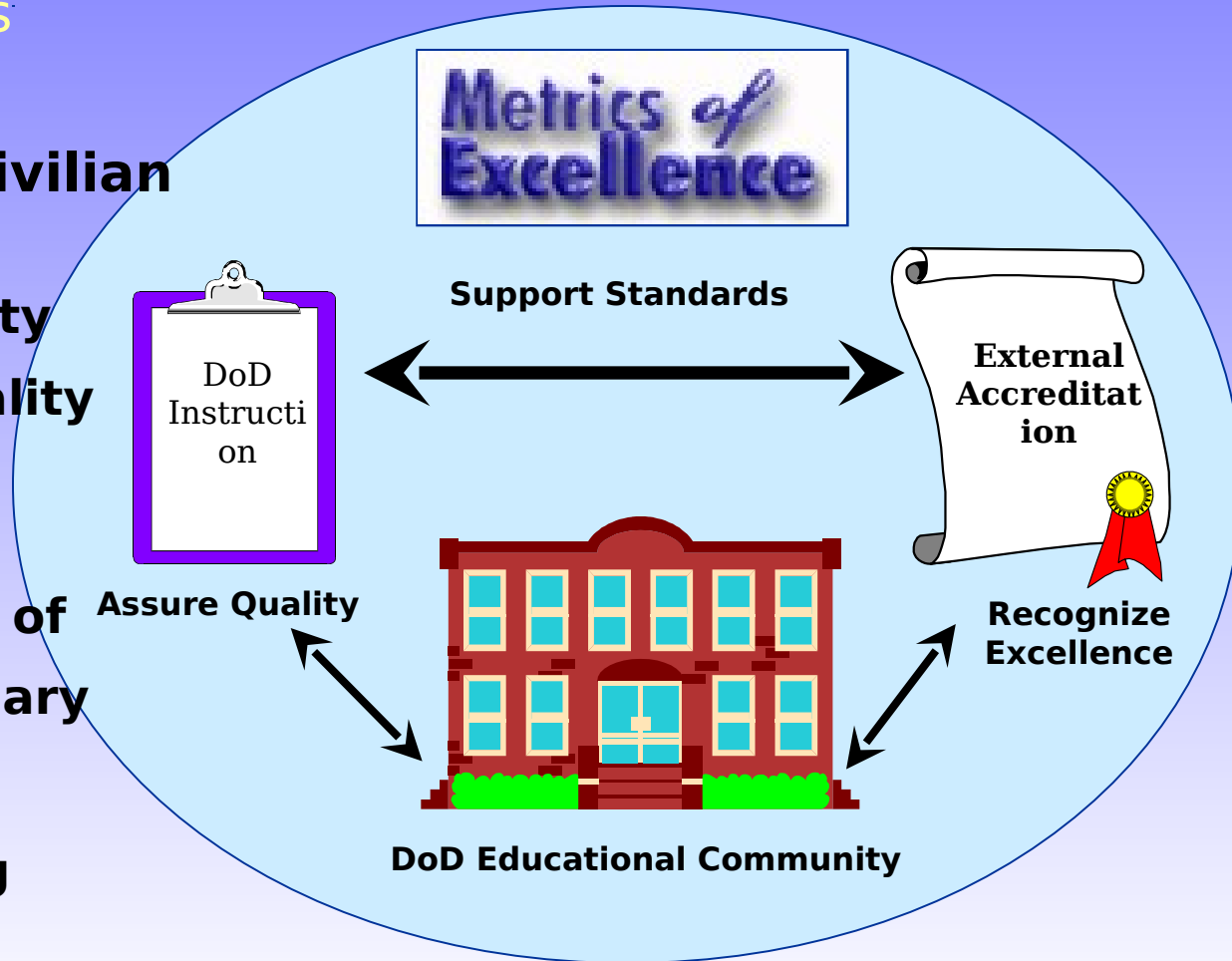
- ⇒ Ensure accountability
- ⇒ Raise academic quality

How:

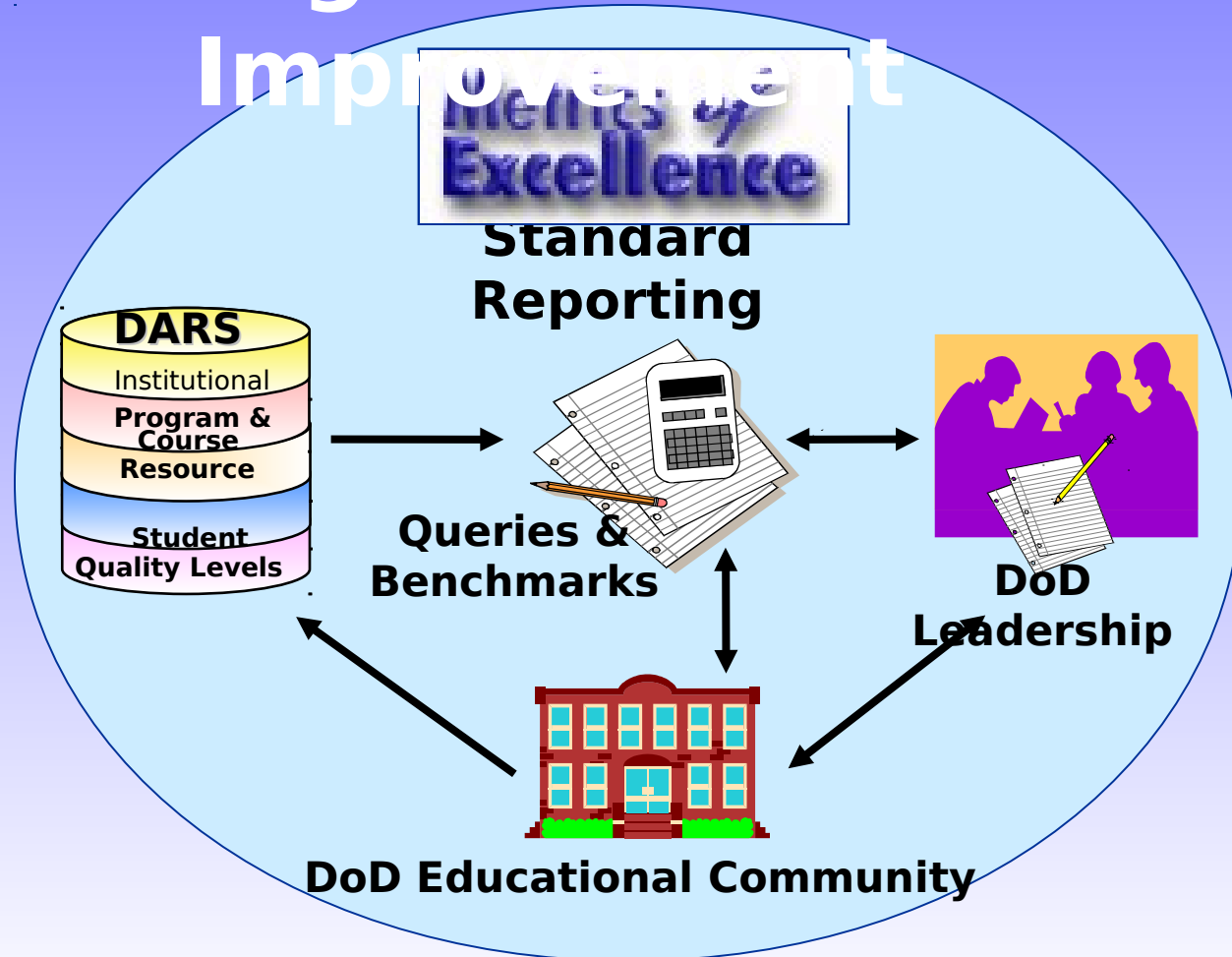
Analyze/incorporate models & best practices of

- Postsecondary Education
- Regional & National Accrediting Bodies

□ State Educational Systems



Consistent Information Supports Informed Decision Making & Continuous Improvement



Categories of Standards

Governance:

The external structure, communication and decision making process.

Management, Administration, Operations:

The internal structure, process and activities for implementing decisions.

Academic:

The curricula, faculty/staff and

Quality Level Metrics

- Outcomes Focused
- Comprehensive
- Self-Scoring & Reporting
- Not prescriptive
- Flexible use --
 - institutions, programs
 - face-to-face, DL
- Focuses on Existing Data
- Promotes Consistency
- Allows for Peer Review

III. Academic Quality: Curriculum

A. Curriculum: Instructional input, process, output, and outcome measures are used to assess the quality of the institution's programs and courses.

1. Programs and courses develop skills and competencies to support learning outcomes that enhance student performance.
2. Appropriate policies and procedures exist to facilitate the effective assessment of student performance and program outcomes and to ensure that program objectives are achieved.
3. A systematic process is in place to document that the objectives and content of programs and courses are relevant, current, and sufficient in content, rigor, and adherence to the institution's mission and educational standards.
4. Instructional techniques and delivery systems advance the mission of the institution through sound educational practices that support student outcomes.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<ol style="list-style-type: none"> 1. Learning outcomes are stated for few, if any, programs/courses. (IIA.1, 2) 2. Few, if any, programs/courses use assessment to certify student achievement of learning outcomes, and there is little or no evidence that students attain required outcomes. (IIA.1, 2) 3. Few, if any, programs/courses have well-defined and measurable objectives that are available to faculty, students, and appropriate DOO groups. (IIA.2, 3) 4. In appropriate programs/courses few, if any students achieve established target scores rates on certifying, licensing, and national examinations. (IIA.2, 3) 	<ol style="list-style-type: none"> 1. Learning outcomes are stated for few programs/courses, and provide inadequate guidance for assessment. (IIA.1, 2) 2. Few programs/courses have assessment in place to certify student achievement of learning outcomes, and there is little evidence that students attain required outcomes. (IIA.1, 2) 3. Few programs/courses have well-defined and measurable objectives available to faculty, students, and appropriate DOO groups. (IIA.2, 3) 4. In appropriate programs/courses few students achieve established target scores rates on certifying, licensing, and national examinations. (IIA.2, 3) 5. Required outcomes and standards of achievement to be found in the institution's policies, publications, and other communications. (IIA.1, 2) 6. Subject matter experts participate in the evaluation process to assess the degree to which the programs/courses meet the expected results. (IIA.3) 7. The use of current technology is specified in the programs/courses, and adequate technological support is provided to those programs/courses. (IIA.6) 	<ol style="list-style-type: none"> 1. Learning outcomes are stated for some programs/courses, and provide adequate guidance for assessment. (IIA.1, 2) 2. Some programs/courses use valid and reliable assessment to certify student achievement of learning outcomes, and there is some evidence that students attain required outcomes. (IIA.1, 2) 3. Some programs/courses have well-defined and measurable objectives available to faculty, students, and appropriate DOO groups. (IIA.2, 3) 4. In appropriate programs/courses some students achieve established target scores rates on certifying, licensing, and national examinations. (IIA.2, 3) 5. Required outcomes and standards of achievement are communicated widely through the institution's policies, publications, and other communications. (IIA.1, 2) 6. Some assessment specialists, subject matter experts, other stakeholders, students, faculty, and staff participate in the evaluation process to assess the degree to which the programs/courses meet the expected results. (IIA.3) 7. The use of current technology is specified in some programs/courses, technical staff and other personnel provide support to those programs/courses. (IIA.6) 8. Periodic review of technologies and technological infrastructure are conducted to determine their appropriateness at the institution. (IIA.6) 9. A technology plan exists for maintenance, support, and infrastructure upgrades. (IIA.6) 	<ol style="list-style-type: none"> 1. Learning outcomes are stated for most programs/courses and provide adequate guidance for assessment. (IIA.1, 2) 2. Most programs/courses use valid and reliable assessment to certify student achievement of learning outcomes, and there is convincing evidence that students attain required outcomes. (IIA.1, 2) 3. Most programs have well-defined and measurable objectives that are available to some faculty, students, and appropriate DOO groups. (IIA.2, 3) 4. In appropriate programs/courses most students achieve established target scores rates on certifying, licensing, and national examinations. Sub-scores are analyzed. (IIA.2, 3) 5. Most students, faculty, staff, and stakeholders are aware of required outcomes and standards of achievement communicated through the institution's policies, publications, and other communications. (IIA.1, 2) 6. Assessment specialists, subject matter experts, students, faculty, and staff participate in a regular review to determine quality and relevancy of program/courses. Formal procedures for review are designed to be fully implemented. (IIA.3) 7. The use of current technology is specified in most of the programs/courses, technical staff and other personnel provide support to those programs/courses. (IIA.6) 8. A regular review of technologies and technological infrastructure is conducted to determine their appropriateness at the institution. (IIA.6) 9. A technology plan exists for maintenance, support, technology and infrastructure upgrades. The plan is regularly reviewed. (IIA.6) 10. Evaluations of the adequacy of current student learning outcomes and standards are undertaken at least annually, and include analysis of program performance. (IIA.3) 	<ol style="list-style-type: none"> 1. Learning outcomes are stated for all programs/courses and provide adequate guidance for assessment. A written plan exists detailing the process for outcomes assessment. (IIA.1, 2) 2. Almost all programs/courses use valid and reliable assessment to certify student achievement of learning outcomes. The assessment includes students, graduates, faculty, and stakeholders, and there is convincing evidence that students attain required outcomes. (IIA.1, 2) 3. All programs/courses have well-defined and measurable objectives that are available to almost all faculty, students, and appropriate DOO groups. (IIA.2, 3) 4. In appropriate programs/courses all students achieve established target scores rates on certifying, licensing, and national examinations. Sub-scores are analyzed and the results are used to improve the curriculum. (IIA.2, 3) 5. All students, faculty, staff, and stakeholders are fully aware of required outcomes and standards of achievement through the institution's policies, publications, and other communications. (IIA.1, 2) 6. Assessment specialists, subject matter experts, students, faculty, and staff participate in a regular review to determine quality and relevancy of program/courses. The results are used to improve the programs/courses. (IIA.3) 7. The use of current technology is specified in almost all of the programs/courses, technical staff and other personnel provide support to those programs/courses. (IIA.6) 8. A review is conducted at least annually of technologies and technological infrastructure to determine their appropriateness at the institution. (IIA.6) 9. A technology plan exists for maintenance, support, technology and infrastructure upgrades. The plan is regularly at least annually. (IIA.6) 10. Evaluations of the adequacy of current student learning outcomes and standards are undertaken at least annually, and include analysis of program performance. (IIA.3) 11. Reviews are undertaken at least annually on the adequacy of various instructional strategies and on current curriculum outcomes. (IIA.3, 4)

Metrics of Excellence Process

- **Increase collaboration about quality within DoD civilian education community.**
- **Develop DoD educational standards and metrics.**
- **Identify Web-based Academic Reporting System data for institutional self-analysis.**
 - **Common language for discussions, institutional assessment and improvement.**
 - **Vehicle for demonstrating institutional value and needs.**

Standards Implementation

- **Outcomes/Strategies:**
 - **Support stakeholder decision-making**
 - **Provide proof of quality outcomes: process & product**
 - **Advocate funding needs and prove resource accountability**
- **Plans:**
 - **DoD Instruction for standards, metrics, and automated reporting system**
- **Challenges:**
 - **Definitions and scope of information reporting requirements**
 - **Changing DoD leadership**

Chancellor's DoD Conference on Civilian Education and Professional Development *Purposes*

- Establish “presence”
- Build “community”
- Encourage quality improvement
- Support professional development

3rd DoD Conference on Civilian Education & Professional Development



Making Excellence the Standard
June 26-27, 2001



**at the Joint Military Intelligence College (JMIC),
Bolling Air Force Base, Washington D.C.**

Tracks include:

The Changing Academic Environment

Adult Learning and Workforce Development

***The Intelligence Profession: Education & Training
Initiatives***

***DoD Education Initiatives Recognized with
Distinction***

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Information

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mil](mailto:stoutmw@osd.pentagon.mil)**